



July, 2013

Dear Educators,

On behalf of all of MCESA, we are excited that you are using our social studies content specific assessments in your school or district. We sincerely hope that the assessments help you to measure student growth and provide useful information about student learning.

Attached are the item specifications that accompany each particular assessment. These item specifications can serve as a useful tool for curriculum mapping activities. To support your use of items specifications, we have a few important points to consider.

- The item specifications were written for a very specific audience and purpose. They serve as a bridge between the standards and the assessment. The item specifications define for test writers what counts as testable content from the standards. They delineate what could appear on a test or what should not appear on a test. Item writers used the item specifications to write test items.
- The item specifications may use *i.e.* or *e.g.* when listing testable content. *E.g.* means that these things are eligible to be included on the assessment, but the test writer is not limited to them. They are examples. *I.e.* means the test content is limited to only those items listed.
- The assessments contain items aligned to the Arizona Common Core Standards for Literacy in History/Social Studies, Science and Technical Subjects. The content emphasis for these standards shown on the item specifications is copied directly from the Arizona Examples and Explanations document available from the Arizona Department of Education.
- Although the item specifications show that certain standards are not addressed on the MCESA content specific assessment, this does not mean that teachers are not responsible for teaching those standards. Teachers are responsible for teaching all of the state standards.
- Some item specification documents may have notes about a standard being instructionally linked to another standard. This is an optional notation that some item specification authors chose to record as additional information about how certain standards relate to each other.
- The U.S. History assessment does represent the entirety of American history. It was named U.S. History to reflect the common course name used in Arizona high schools.

For more information about how to use item specifications, please refer to the MCESA Assessment webpage for webcasts that explain in detail the assessment development process and the use of item specifications. Also look for announcements about face-to-face workshops related to social studies instruction or assessment use. <http://education.maricopa.gov/site/Default.aspx?PageID=263>

Sincerely,
MCESA Assessment Department

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Content Statement	Item Specifications	Depth of Knowledge Essence
AZCC Reading Standards for Literacy in History and Social Studies Key Ideas and Details 6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.	<u>Content Emphasis:</u> <u>From AZ Explanations and Examples</u> The standard asks students to use textual evidence from a primary or secondary source document to support their analysis of that document. Textual evidence includes facts, figures, details, quotations, or other sources of data and information that provide support for an analysis. It can also include the author's main point, purpose and perspective, fact versus opinion, differing points of view, bias, credibility and validity of the text. Some common types of primary (first hand) and secondary (second hand) sources for analysis include: journals, maps, illustrations, photographs, documentaries, logs, records, etc. <u>Examples:</u> <ul style="list-style-type: none"> Students analyze the governmental structure of the United States and support their analysis by citing specific textual evidence from primary sources such as the Preamble and First Amendment of the U.S. Constitution as well as secondary sources such as Linda R. Monk's Words We Live By: Your Annotated Guide to the Constitution. Common Core State Standards, Appendix B, p. 100 http://corestandards.org/the-standards After reading newspaper accounts of the Arizona Japanese internment camps, students analyze the economic impact of forced confinement on families and their communities. Evidence to support their analysis will be cited directly from the article. 	<u>Type of Assessment</u> MC <u>DOK essence of the standard</u> 2

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<p>AZCC Reading Standards for Literacy in History and Social Studies</p> <p>Key Ideas and Details</p> <p>6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p><u>Content Emphasis:</u></p> <p><u>From AZ Explanations and Examples</u></p> <p>The standard asks students to identify the important information from a primary (first hand) or secondary (second hand) source and to create a summary of the information based solely on the document.</p> <p>Some common types of primary and secondary sources for analysis include: journals, maps, illustrations, photographs, documentaries, logs, records, etc.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Students read the Mayflower Compact of 1620, identify the critical information and then create a written or oral summary of the content of the document based only on the information in the document. SS08-S3-C1-01 • Students read a translation of the Laws of Hammurabi, identify the critical information and then create a written or oral summary of the content of the document based only on the information in the document. SS06-S2-C2-04 	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
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POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

AZCC Reading Standards for Literacy in History and Social Studies	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u>
Key Ideas and Details	<u>From AZ Explanations and Examples</u>	<u>DOK essence of the standard</u>
6-8.RH.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	<p>The standard asks students to identify steps of a process that is related to any of the five social studies strands (i.e., American History, World History, Civics/Government, Geography and Economics). This can be in written or oral format.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Students list the steps involved in the mummification process of early Egypt. SS06-S2C2-06 • After learning about Arizona's road to statehood, students communicate the steps required for a territory to become a state as outlined in the 	

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<p>AZCC Reading Standards for Literacy in History and Social Studies</p> <p>Craft and Structure</p> <p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p><u>Content Emphasis:</u></p> <p><u>From AZ Explanations and Examples</u></p> <p>The standard asks students to interpret the meaning of words and phrases as they read their social studies content, including their text and primary or secondary sources. Students use a variety of strategies (context clues, linguistic roots and affixes, restatement, examples, contrast, glossary, etc.) to determine the meaning of words and phrases in the text. The standard speaks specifically to domain-specific Tier Three words.</p> <p>Examples:</p> <ul style="list-style-type: none"> As students read about the structures of government, they identify the meanings of terms such as theocracy, dictatorship, republic, monarchy, democracy, anarchy. SS06-S3C5-01 Students identify the meanings of the following economic terms as they are related to personal finance: mutual funds, bonds, lines of credit, financial planning. SS08-S5C5-02; SS08-S5C5-04, SS08-S5C5-08 	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
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POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

AZCC Reading Standards for Literacy in History and Social Studies	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
Craft and Structure	Not assessed.	
6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and causally).	<u>From AZ Explanations and Examples</u>	<u>DOK essence of the standard</u>
	<p>The standard asks students to determine how information is presented. Information that is presented sequentially is in chronological order. A comparative text uses comparison and contrast of two events, ideologies, or historical figures. A causal text examines the cause and effect of related events.</p> <p>Examples:</p> <ul style="list-style-type: none"> Students describe how Russell Freedman in his book Freedom Walkers: The Story of the Montgomery Bus Boycott integrates and presents information both sequentially and causally to explain how the civil rights movement began. Common Core State Standards, Appendix B, p. 100 http://corestandards.org/the-standards Students read a text selection about how trade routes led to the exchange of ideas (e.g., religion, scientific advances, literature) between Europe and Asia during the 15th and 16th Centuries. They use a graphic organizer to find the cause and effect relationships. They describe the information as being presented causally. SS06-S2C1-07; SS06-S2C3-07 Students read the account of the Surrender at Appomattox Courthouse (The Gentlemen's Agreement) which is found on the Appomattox Courthouse National Historical Park website at http://www.nps.gov/apco/the-surrender.htm In this document events of this day that ended the Civil War are chronicled. Students conclude the information is presented sequentially. SS07-S1C6-02 Students read in their text about the process of how a bill becomes a law at the federal and state level. After identifying similarities and differences in the two processes, they determine the selection presents the information comparatively. SS08-S3C3-02 	

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AZCC Reading Standards for Literacy in History and Social Studies	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
Craft and Structure	Not assessed.	
6-8.RH.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	<p><u>From AZ Explanations and Examples</u></p> <p>This standard asks students to identify elements within a text that help them discover the author's point of view or purpose for writing. Authors reveal their point of view through various techniques, such as word choice, exaggeration, hyperbole, inclusion or purposeful avoidance of facts, and persuasive strategies.</p> <p>Examples:</p> <ul style="list-style-type: none"> Students evaluate Jim Murphy's The Great Fire to identify which aspects of the text (e.g., loaded language and the inclusion of particular facts) reveal his purpose; presenting Chicago as a city that was "ready to burn." Common Core State Standards, Appendix B, p. 100 http://corestandards.org/the-standards Students read excerpts from Thomas Paine's Revolutionary era pamphlet Common Sense which moved many American colonists toward independence. Students then identify the author's purpose by analyzing Paine's word choice and persuasive techniques. SS08-S1C3-03 After reading excerpts from African American abolitionist Frederick Douglass's speech, The Meaning of July Fourth for the Negro, students identify the author's purpose and devices used to relay his message. SS07-S1C6-03 	<u>DOK essence of the standard</u>

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AZCC Reading Standards for Literacy in History and Social Studies	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
Integration of Knowledge and Ideas	Not assessed.	
6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<u>From AZ Explanations and Examples</u> The standard asks students to use information from visual formats to increase their comprehension of and make connections to print and digital text. Examples: <ul style="list-style-type: none"> Students’ understanding of the lifestyles of early humans is enhanced by interpreting photographs of cave art from Paleolithic and Neolithic Ages as accompaniment to the student text. SS06-S2C2-01 Following study of the outcomes of World War II, students use a map showing the redrawing of political boundaries in Europe to further their understanding of the impact of the war on European countries. SS08-S2C8-06; SS08-S4C1-03; SS08-S4C1-04; SS08-S4C1-05 	<u>DOK essence of the standard</u>

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8th grade SOCIAL STUDIES

AZCC Reading Standards for Literacy in History and Social Studies	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u>
Integration of Knowledge and Ideas	<u>From AZ Explanations and Examples</u>	<u>DOK essence of the standard</u>
6-8.RH.8. Distinguish among fact, opinion, and reasoned judgment in a text.	<p>This standard asks students to differentiate between issues based on fact, opinion and issues for which there is more than one standard of judgment (reasoned judgment). Students should evaluate if adequate support is provided for the argument or claim in a text (reasoned judgment).</p> <p>Examples:</p> <ul style="list-style-type: none"> • After reading a text (news article, letter to the editor, magazine, editorial) about the conflict in Afghanistan, students critique it to identify facts, opinions and reasoned judgment statements. SS06-S2C9-01; SS06-S1C10-01; SS07-S1C10-01; SS07-S2C9-01; SS08-S1C10-08; SS08-S2C9-01 • After reading a news article relating to an event from the presidency of George W. Bush (September 11 terrorist attacks, Afghanistan, Iraq War) students critique it to identify facts, opinions and reasoned judgment statements. SS08-S1C10-07 	

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<p>AZCC Reading Standards for Literacy in History and Social Studies</p> <p>Integration of Knowledge and Ideas</p> <p>6-8.RH.9. Analyze the relationship between a primary and secondary source on the same topic.</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p> <p><u>From AZ Explanations and Examples</u></p> <p>Examples:</p> <ul style="list-style-type: none"> Students read a primary source document on the World War II Japanese Internment from the National Archives website http://www.archives.gov/ (search Japanese Internment) and a secondary source book such as the nonfiction Japanese-American Internment in American History by David Freeman or historical fiction piece, Weedflower by Cynthia Kadohata. Students note the similarities and differences between the two pieces. SS08-S1C8-05 Students examine reasons people emigrated from their homelands to settle in the US during the late 19th century with a secondary source such as a news article. They also examine primary source historical images and personal accounts (photographs, video and audio) found on the Library of Congress website at www.loc.gov (American Memory). Similarities and differences between the two sources are identified. SS07-S1C7-01 	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
<p>AZCC Reading Standards for Literacy in History and Social Studies</p> <p>Range of Reading and Level of Text Complexity</p> <p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p> <p><u>From AZ Explanations and Examples</u></p> <p>This standard requires students to read and comprehend history/social science text at the appropriate grade level.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 1: American History Concept 1: Research Skills for History PO 1. Construct charts, graphs, and narratives using historical data. SS08-S1C1-01	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>
Strand 1: American History Concept 1: Research Skills for History PO 2. Interpret historical data displayed in graphs, tables, and charts. SS08-S1C1-02	<u>Content Emphasis:</u> Content used for items for the research skills must come from the other American History POs.	<u>Type of Assessment</u> MC <u>DOK essence of the standard</u> 2
Strand 1: American History Concept 1: Research Skills for History PO 3. Construct timelines (e.g., presidents/ world leaders, key events, people) of the historical era being studied. SS08-S1C1-03	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 1: American History Concept 1: Research Skills for History PO 4. Formulate questions that can be answered by historical study and research SS08-S1C1-04	<u>Content Emphasis:</u> Content used for items for the research skills must come from the other American History POs.	<u>Type of Assessment</u> MC <u>DOK essence of the standard</u> 2
Strand 1: American History Concept 1: Research Skills for History PO 5. Describe the difference between a primary source document and a secondary source document and the relationships between them. SS08-S1C1-05	<u>Content Emphasis:</u> Content used for items for the research skills must come from the other American History POs.	<u>Type of Assessment</u> MC <u>DOK essence of the standard</u> 2
Strand 1: American History Concept 1: Research Skills for History PO 6. Determine the credibility and bias of primary and secondary sources. SS08-S1C1-06	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 1: American History Concept 1: Research Skills for History PO 7. Analyze cause and effect relationships between and among individuals and/or historical events. SS08-S1C1-07	<u>Content Emphasis:</u> Content used for items for the research skills must come from the other American History POs.	<u>Type of Assessment</u> MC <u>DOK essence of the standard</u> 2
Strand 1: American History Concept 1: Research Skills for History PO 8. Analyze two points of view on the same historical event. SS08-S1C1-08	<u>Content Emphasis:</u> Content used for items for the research skills must come from the other American History POs.	<u>Type of Assessment</u> MC <u>DOK essence of the standard</u> 2
Strand 1: American History Concept 2: Early Civilizations No performance objectives at this grade	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>

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Strand 1: American History Concept 3: Exploration and Colonization No performance objectives at this grade	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>
Strand 1: American History Concept 4: Revolution and New Nation PO 1. Analyze the following events which led to the American Revolution: a. Tea Act b. Stamp Act c. Boston Massacre d. Intolerable Acts e. Declaration of Independence SS08-S1C4-01	<u>Content Emphasis:</u> <ul style="list-style-type: none"> • The growing animosity between the colonists and England • The expression: “No taxation without representation” • The cause and effect relationships between a-d and the start of the American Revolution • The significance of the Declaration of Independence as a result of a-d <u>Stimulus types:</u> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Political cartoons • Propaganda posters 	<u>Type of Assessment</u> MC <u>DOK essence of the standard</u> 2

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 1: American History</p> <p>Concept 4: Revolution and New Nation</p> <p>PO 2. Describe the significance of key events of the Revolutionary War:</p> <p style="padding-left: 40px;">a. major battles (e.g., Lexington, Saratoga, Trenton) b. aid from France c. surrender at Yorktown</p> <p>SS08-S1C4-02</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> • The long and short-term effects of each event on the Revolutionary War • The impact and significance of the following four major battles: <ul style="list-style-type: none"> a. Lexington (first shots of the Revolution) b. Saratoga (turning point/the impact of aid from France) c. Trenton (morale booster/crossing of the Delaware) d. Yorktown (Cornwallis surrender/lead to the Treaty of Paris) <p><u>Stimulus types:</u></p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Political cartoons 	<p><u>Type of Assessment</u></p> <p style="text-align: center;">MC</p> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">2</p>
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POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 1: American History	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
<p>Concept 4: Revolution and New Nation</p> <p>PO 3. Describe the impact of the following key individuals on the Revolutionary War:</p> <ul style="list-style-type: none"> a. Benjamin Franklin b. Thomas Jefferson c. George Washington d. Patrick Henry e. Thomas Paine f. King George III <p>SS08-S1C4-03</p>	<ul style="list-style-type: none"> • Identify the importance of each individual’s contribution to the Revolutionary War effort: <ul style="list-style-type: none"> a. Benjamin Franklin (aid from France) b. Thomas Jefferson (author of the Declaration of Independence) c. George Washington (commander of the Continental Army) d. Patrick Henry (rebel orator) e. Thomas Paine (<i>Common Sense</i> author) f. King George III (head of the British government who rejected the Olive Branch Petition and escalated the tensions) <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Political cartoons 	<p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 1: American History	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
Concept 4: Revolution and New Nation		MC
PO 4. Describe the significance of the following documents:		<u>DOK essence of the standard</u>
a. Declaration of Independence	<ul style="list-style-type: none"> • The development and significance of each document 	
b. Articles of Confederation	<ul style="list-style-type: none"> • How the ideas in the Constitution contradict and confirm the ideals found in the Declaration of Independence 	
c. Constitution	<ul style="list-style-type: none"> • The Declaration of Independence was a justification of our separation from England 	
d. Bill of Rights	<ul style="list-style-type: none"> • The significance of the Constitution as our current form of government and replaced the Articles of Confederation 	
SS08-S1C4-04	<ul style="list-style-type: none"> • The Bill of Rights as a list of rights that were necessary in order to ratify the Constitution 	2
	Primary sources could include:	
	<ul style="list-style-type: none"> • Declaration of Independence 	
	<ul style="list-style-type: none"> • Articles of Confederation 	
	<ul style="list-style-type: none"> • Constitution 	
	<ul style="list-style-type: none"> • Bill of Rights 	
	Stimulus types:	
	<ul style="list-style-type: none"> • Excerpts 	

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 1: American History</p> <p>Concept 4: Revolution and New Nation</p> <p>PO 5. Explain the influence of the following individuals in the establishment of a new government:</p> <ul style="list-style-type: none"> a. Thomas Jefferson b. James Madison c. John Adams d. Benjamin Franklin <p>SS08-S1C4-05</p> <p>Instructionally linked to: S3-C1-PO3</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> • Each individual's contributions to the establishment of the new government: <ul style="list-style-type: none"> a. Thomas Jefferson—philosophy of government b. James Madison—principal architect of the Constitution/Virginia Plan, Federalist Papers c. John Adams—Federalist d. Benjamin Franklin <p><u>Stimulus types:</u></p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Political cartoons 	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
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POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 1: American History</p> <p>Concept 4: Revolution and New Nation</p> <p>PO 6. Describe how one nation evolved from thirteen colonies:</p> <ol style="list-style-type: none"> Constitutional Convention George Washington's Presidency Creation of political parties (e.g., Federalists, Whigs, Democratic-Republicans) <p>SS08-S1C4-06</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> The purpose of the Constitutional Convention George Washington was the first president under the Constitution and set a precedent by creating a Cabinet and serving a maximum of two terms Political parties were first created during this time period; citizens who share common political beliefs make up political parties <p>Primary sources could include:</p> <ul style="list-style-type: none"> Washington's Farewell Address <p>Stimulus types:</p> <ul style="list-style-type: none"> Flowcharts Diagrams Excerpts Bulleted lists Political cartoons 	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p>Strand 1: American History</p> <p>Concept 8: Great Depression and World War II</p> <p>PO 1. Review the impact of the Great Depression on the United States.</p> <p>SS08-S1C8-01</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p></p> <p><u>DOK essence of the standard</u></p> <p></p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 1: American History	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
Concept 8: Great Depression and World War II	<ul style="list-style-type: none"> • The short and long-term effects of the attack on Pearl Harbor • Pearl Harbor was a surprise attack on American soil that brought the U.S. out of neutrality and into World War II 	MC
PO 2. Explain how Pearl Harbor led to United States involvement in World War II.	Primary sources can include:	<u>DOK essence of the standard</u>
SS08-S1C8-02	<ul style="list-style-type: none"> • Photographs • Maps • FDR Infamy speeches • Newspapers 	2
	Stimulus types:	
	<ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Photographs • Political cartoons • Maps 	

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Strand 1: American History	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
Concept 8: Great Depression and World War II	<ul style="list-style-type: none"> • The positive and negative impact World War II had on the Great Depression • World War II stimulated economic recovery through increased production of war material • The relationship between increased economic production that led to greater employment and government spending 	MC
PO 3. Explain the impact of World War II on economic recovery from the Great Depression.		<u>DOK essence of the standard</u>
SS08-S1C8-03	Stimulus types:	
	<ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Charts, tables, and graphs • Political cartoons 	2

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8th grade SOCIAL STUDIES

Strand 1: American History	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
<p>Concept 8: Great Depression and World War II</p> <p>PO 4. Explain how the following factors affected the U.S. home front during World War II:</p> <ul style="list-style-type: none"> a. war bond drives b. war industry c. women and minorities in the work force d. rationing e. internment of Japanese-, German-, and Italian-Americans <p>SS08-S1C8-04</p> <p>Instructionally linked to S3-C3-PO7 and PO8 (Korematsu)</p>	<ul style="list-style-type: none"> • The factors that affected the U.S. home front during World War II (a-e) • The positive and negative impact on the war industry on women and minorities in the work force • The impact of rationing • The long and short-term impact of Japanese internment • Economic factors in relation to a-c • The social factors that affected the U.S. home front during the war; these include women and minorities <p>Primary sources could include:</p> <ul style="list-style-type: none"> • Executive Order 9066 • Propaganda posters <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Charts, tables, and graphs • Political cartoons • Propaganda posters 	<p>MC and CR</p> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">2</p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 1: American History	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
<p>Concept 8: Great Depression and World War II</p> <p>PO 5. Describe Arizona's contributions to the war effort.</p> <ul style="list-style-type: none"> a. Native American Code Talkers b. Ira Hayes c. mining d. training bases e. POW and internment camps <p>SS08-S1C8-05</p>	<ul style="list-style-type: none"> • Arizona's contributions to the World War II war effort and the impact that they had (a-e): <ul style="list-style-type: none"> a. Native American Code Talkers—Arizona's Navajo Nation b. Ira Hayes—Iwo Jima flag raiser c. Mining—used for war effort d. Training bases—economic stimulation for the state e. POW and internment camps—located in Phoenix <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Political cartoons • Maps 	<p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 1: American History	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
<p>Concept 8: Great Depression and World War II</p> <p>PO 6. Summarize the United States' role in the following events:</p> <ul style="list-style-type: none"> a. D-day invasion b. battles of the Pacific c. development and use of the atomic bomb d. V-E Day / V-J Day <p>SS08-S1C8-06</p> <p>Instructionally Linked to: S2-C8-PO3&4 S3-C3-PO8</p>	<ul style="list-style-type: none"> • The U.S. role in each of the events in a-d • U.S. leadership in each of these events: <ul style="list-style-type: none"> a. The U.S. and allied forces liberated France from Nazi control because of the D-Day invasion b. The U.S. battles in the Pacific were against the Japanese and a result of the U.S. strategy of “island hopping” c. The U.S. actively pursued the development of the atomic bomb through the Manhattan Project d. The significance of V-E and V-J days <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Political cartoons • Maps 	<p>MC</p> <hr/> <p><u>DOK essence of the standard</u></p> <p>2</p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 1: American History</p> <p>Concept 8: Great Depression and World War II</p> <p>PO 7. Analyze the following individuals' significance to World War II:</p> <ul style="list-style-type: none"> a. Franklin D. Roosevelt b. Dwight Eisenhower c. George Patton d. Douglas MacArthur e. Harry Truman f. Eleanor Roosevelt <p>SS08-S1C8-07</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> • The significance of the individual as related to World War II only (a-f) • Franklin D. Roosevelt – Four Freedoms Speech <p><u>Stimulus types:</u></p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Photographs • Political cartoons 	<p><u>Type of Assessment</u></p> <p style="text-align: center;">MC</p> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">2</p>
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POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 1: American History	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
<p>Concept 9: Postwar United States</p> <p>PO 1. Describe the following origins of the Cold War:</p> <ul style="list-style-type: none"> a. Western fear of communist expansion b. Soviet fear of capitalist influences c. development of nuclear weapons d. Truman Doctrine <p>SS08-S1C9-01</p> <p>Instructionally Linked to: S2-C8-PO9 S5-C4-PO1 S5-C2-PO9 S3-C5-PO3</p>	<ul style="list-style-type: none"> • The causes of the Cold War (i.e., political, social, and economic) • Compare and contrast Western and Soviet fears of each other • The events at the end of World War II led to the Cold War • How the development of nuclear weapons led to the Cold War • The immediate and long-term effects of the Truman Doctrine <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Political cartoons • Maps 	<p style="text-align: center;">MC</p> <hr/> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">2</p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 1: American History	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
Concept 9: Postwar United States	<ul style="list-style-type: none"> • How American fears of Soviet aggression manifested in economic and political effects 	MC
PO 2. Describe the impact of the Cold War on the United States:	<ul style="list-style-type: none"> • Negative and positive impacts of the Cold War • The impact of the competition between U.S. and Soviet Union 	<u>DOK essence of the standard</u>
<ul style="list-style-type: none"> a. McCarthyism b. arms race c. space race d. Cuban Missile Crisis e. creation of the CIA 	Stimulus types: <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Photographs • Political cartoons • Maps 	2
SS08-S1C9-02		
Instructionally linked to: S2-C8-PO10		

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 1: American History</p> <p>Concept 9: Postwar United States</p> <p>PO 3. Identify the role of the United States in the Korean War:</p> <p style="padding-left: 40px;">a. Communist containment b. military involvement c. resolution of conflict</p> <p>SS08-S1C9-03</p> <p>Instructionally linked to: S2-C8-PO11</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> • The Domino Theory in relation to the containment of Communism in Asia • The United Nations sent troops to Korea to contain the spread of Communism • The outcome of the conflict in Korea <p><u>Stimulus types:</u></p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Bulleted lists 	<p><u>Type of Assessment</u></p> <p style="text-align: center;">MC</p> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">1</p>
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POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 1: American History</p> <p>Concept 9: Postwar United States</p> <p>PO 4. Identify the role of the United States in the Vietnam Conflict:</p> <ul style="list-style-type: none"> a. contain Communism – Domino Theory b. Gulf of Tonkin Resolution c. Tet Offensive d. anti-war protests e. Vietnam Peace Accords <p>SS08-S1C9-04</p> <p>Instructionally linked to: S2-C8-PO12</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> • The impact the Gulf of Tonkin Resolution had on U.S. involvement in the Vietnam War a-e • The cause and effect relationship between the Tet Offensive and the anti-war protests • The United States withdrew its troops after the Vietnam Peace Accords <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Political cartoons 	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
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POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 1: American History</p> <p>Concept 9: Postwar United States</p> <p>PO 5. Describe life (e.g., transportation, communication, technology, medical, entertainment, growth of suburbs) in the U.S. during the Post War period.</p> <p>SS08-S1C9-05</p> <p>Instructionally linked to: S5-C2-PO3 S4-C5-PO4</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> • The impact of population growth and movement directly after WWII (baby boomers) • The cultural shift from war time rationing to peace-time consumerism <p><u>Stimulus types:</u></p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Photographs • Political cartoons 	<p><u>Type of Assessment</u></p> <p style="text-align: center;">MC</p> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">2</p>
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POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 1: American History</p> <p>Concept 9: Postwar United States</p> <p>PO 6. Describe the importance of the following civil rights issues and events:</p> <ul style="list-style-type: none"> a. Jim Crow Laws b. nonviolent protests c. desegregation d. Civil Rights Act of 1964 e. Voting Rights Act of 1965 <p>SS08-S1C9-06</p> <p>Instructionally linked to: S3-C3-PO9 S3-C4-PO5 S3-C3-PO7</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> The impact of Jim Crow laws on the Civil Rights movement of the 1960s (e.g., literacy tests, poll taxes, grandfather clauses, education) The impact of nonviolent protests on the success of the Civil Rights movement (i.e. desegregation, Civil Rights Act of 1964, Voting Rights Act of 1965) <p><u>Stimulus types:</u></p> <ul style="list-style-type: none"> Flowcharts Diagrams Excerpts Bulleted lists Photographs Political cartoons 	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
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POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 1: American History</p> <p>Concept 10: Contemporary United States</p> <p>PO 1. Describe events (e.g., opening of foreign relations with China, Watergate, resignation) of the presidency of Richard Nixon.</p> <p>SS08-S1C10-01</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> The events in Richard Nixon’s presidency that affected the executive branch <p>Stimulus types:</p> <ul style="list-style-type: none"> Flowcharts Diagrams Excerpts Bulleted lists Photographs Political cartoons 	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p>Strand 1: American History</p> <p>Concept 10: Contemporary United States</p> <p>PO 2. Describe events (e.g., succession to presidency, pardoning of Nixon) of the presidency of Gerald Ford.</p> <p>SS08-S1C10-02</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> How Gerald Ford was the only president who was not elected to the executive branch <p>Stimulus types:</p> <ul style="list-style-type: none"> Flowcharts Diagrams Bulleted lists 	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>1</p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 1: American History</p> <p>Concept 10: Contemporary United States</p> <p>PO 3. Describe events (e.g., Camp David Peace Accords, Iran Hostage Crisis) of the presidency of Jimmy Carter.</p> <p>SS08-S1C10-03</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> How events in the Middle East affected Jimmy Carter’s presidency <p>Stimulus types:</p> <ul style="list-style-type: none"> Flowcharts Diagrams Bulleted lists 	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>1</p>
<p>Strand 1: American History</p> <p>Concept 10: Contemporary United States</p> <p>PO 4. Describe events (e.g., Star Wars, Iran-Contra Affair) of the presidency of Ronald Reagan.</p> <p>SS08-S1C10-04</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> The significance of Star Wars and the Iran-Contra Affair <p>Stimulus types:</p> <ul style="list-style-type: none"> Flowcharts Diagrams Bulleted lists 	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>1</p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 1: American History</p> <p>Concept 10: Contemporary United States</p> <p>PO 5. Describe events (e.g., Persian Gulf War, Berlin Wall falls) of the presidency of George H.W. Bush.</p> <p>SS08-S1C10-05</p> <p>Instructionally linked to: S4C4PO4</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> • The economic and political reasons that caused the U.S. to become involved in the Persian Gulf War • How the fall of the Berlin Wall resulted in the end of communism in Europe • How the breakup of the Soviet Union resulted in the end of the Cold War and resulted in new relationships between the superpowers <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Political cartoons 	<p><u>Type of Assessment</u></p> <p style="text-align: center;">MC</p> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">2</p>
<p>Strand 1: American History</p> <p>Concept 10: Contemporary United States</p> <p>PO 6. Describe events (e.g., economic growth, impeachment) of the presidency of William Clinton.</p> <p>SS08-S1C10-06</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> • The economy under Clinton • The Clinton impeachment in his second term: impeachment proceedings <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Political cartoons 	<p><u>Type of Assessment</u></p> <p style="text-align: center;">MC</p> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">2</p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 1: American History	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
Concept 10: Contemporary United States		MC
PO 7. Describe events (e.g., September 11 Terrorist Attacks, Afghanistan, Iraq War) of the presidency of George W. Bush.		<u>DOK essence of the standard</u>
SS08-S1C10-07	<ul style="list-style-type: none"> • The impact of the September 11 terrorist attacks on the United States • The reasons for the invasion of Afghanistan • The reasons for the Iraq War • Examples of key terms and figures: <ul style="list-style-type: none"> a. WMD (weapons of mass destruction) b. Taliban c. Al Qaeda d. Osama bin Laden e. Saddam Hussein 	2
	Stimulus types: <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Political cartoons 	

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 1: American History</p> <p>Concept 10: Contemporary United States</p> <p>PO 8. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>SS08-S1C10-08</p> <p>Instructionally linked to: S2C9PO1, 2, and 3</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
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POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 1: American History</p> <p>Concept 10: Contemporary United States</p> <p>PO 9. Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>SS08-S1C10-09</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
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POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 1: American History</p> <p>Concept 10: Contemporary United States</p> <p>PO 10. Describe how key political, social, geographic, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.</p> <p>SS08-S1C10-10</p> <p>Instructionally linked to: S5C2PO6</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p>Strand 2: World History</p> <p>Concept 1: Research Skills for History</p> <p>PO 1. Construct charts, graphs, and narratives using historical data.</p> <p>SS08-S2C1-01</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 2: World History Concept 1: Research Skills for History PO 2. Interpret historical data displayed in graphs, tables, and charts. SS08-S2C1-02	<u>Content Emphasis:</u> Content used for items for the research skills must come from the other World History POs.	<u>Type of Assessment</u> MC <u>DOK essence of the standard</u> 2
Strand 2: World History Concept 1: Research Skills for History PO 3. Construct timelines (e.g., presidents/world leaders, key events, people) of the historical era being studied. SS08-S2C1-03	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>
Strand 2: World History Concept 1: Research Skills for History PO 4. Formulate questions that can be answered by historical study and research. SS08-S2C1-04	<u>Content Emphasis:</u> Content used for items for the research skills must come from the other World History POs.	<u>Type of Assessment</u> MC <u>DOK essence of the standard</u> 2

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 2: World History Concept 1: Research Skills for History PO 5. Describe the difference between a primary source document and a secondary source document and the relationships between them. SS08-S2C1-05	<u>Content Emphasis:</u> Content used for items for the research skills must come from the other World History POs.	<u>Type of Assessment</u> MC <u>DOK essence of the standard</u> 2
Strand 2: World History Concept 1: Research Skills for History PO 6. Determine the credibility and bias of primary and secondary sources. SS08-S2C1-06	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>
Strand 2: World History Concept 1: Research Skills for History PO 7. Analyze cause and effect relationships between and among individuals and/or historical events. SS08-S2C1-07	<u>Content Emphasis:</u> Content used for items for the research skills must come from the other World History POs.	<u>Type of Assessment</u> MC <u>DOK essence of the standard</u> 2

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 2: World History Concept 1: Research Skills for History PO 8. Analyze two points of view on the same historical event. SS08-S2C1-08	<u>Content Emphasis:</u> Content used for items for the research skills must come from the other World History POs.	<u>Type of Assessment</u> MC <u>DOK essence of the standard</u> 2
Strand 2: World History Concept 2: Early Civilizations No performance objectives at this grade.	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>
Strand 2: World History Concept 8: World at War PO 1. Review the rise of totalitarianism in Europe following World War I. SS08-S2C8-01	<u>Content Emphasis:</u> (Note: WWI was taught in Grade 7.) Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 2: World History</p> <p>Concept 8: World at War</p> <p>PO 2. Analyze the major causes of World War II: a. aggressive search for resources by Japan b. political ideologies of Fascism and Nazism c. resentment toward the Treaty of Versailles</p> <p>SS08-S2C8-02</p> <p>Instructionally linked to: S3C5PO1</p>	<p><u>Content Emphasis:</u> (Note: WWI was taught in Grade 7.)</p> <ul style="list-style-type: none"> • The reasoning and the pattern of Japanese invasion of other countries • Fascist and Nazi ideology and apply those ideologies to the aggressive actions taken by those governments <ul style="list-style-type: none"> • totalitarianism in Europe following World War I • The reasoning behind the resentment of the Treaty of Versailles <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Political cartoons • Maps 	<p><u>Type of Assessment</u></p> <p style="text-align: center;">MC</p> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">3</p>
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POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 2: World History	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
<p>Concept 8: World at War</p> <p>PO 3. Trace the series of invasions and conquests in the European and Pacific Theaters in World War II.</p> <p>SS08-S2C8-03</p> <p>Instructionally linked to: S1C8PO2</p>	<ul style="list-style-type: none"> • The major European invasions and conquests that show the progression and end of the war in the European theater <ul style="list-style-type: none"> a. Campaign in N. Africa b. Germany invasion of Poland c. Eastern Front d. Sudetenland and Austria • The series of invasions and conquests in the Pacific theater and how each influenced the outcome of the war. <ul style="list-style-type: none"> a. Midway b. Guadalcanal c. Iwo Jima d. Invasion of Manchuria <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Maps • Timelines 	<p>MC</p> <p><u>DOK essence of the standard</u></p> <p>3</p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 2: World History</p> <p>Concept 8: World at War</p> <p>PO 4. Describe the following events leading to the Allied victory:</p> <p>a. D-Day Invasion b. Battle of the Bulge c. Japanese defeat in Iwo Jima and Okinawa d. atomic bombing of Hiroshima and Nagasaki</p> <p>SS08-S2C8-04</p> <p>Instructionally linked to: S4,C5,PO1,2,3,4,5,6 S4C1PO4</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> • The importance of the combined effort of the Allied forces in making the D-Day invasion a success • The result of the Battle of the Bulge as it relates to troop morale on both sides. Significance of the Battle of the Bulge • The significance of the battles of Iwo Jima and Okinawa • Long and short term effects of the bombing of Hiroshima and Nagasaki • The decision to drop the atomic bomb <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Political cartoons • Maps 	<p><u>Type of Assessment</u></p> <p style="text-align: center;">MC</p> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">2</p>
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POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 2: World History	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
Concept 8: World at War	<ul style="list-style-type: none"> The misconceptions that led to intolerance and racism and how these misconceptions led to the Holocaust. 	MC
PO 5. Describe how racism and intolerance contributed to the Holocaust.	<ul style="list-style-type: none"> Impacts Events Who it affected World response 	<u>DOK essence of the standard</u>
SS08-S2C8-05	Stimulus types:	2
Instructionally linked to: S4C2PO4	<ul style="list-style-type: none"> Flowcharts Diagrams Excerpts Bulleted lists Political cartoons 	

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 2: World History	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
Concept 8: World at War PO 6. Summarize each of the following outcomes of World War II: a. redrawing of political boundaries in Europe b. tensions leading to Cold War c. formation of the United Nations d. beginning of atomic age e. rebuilding of Japan SS08-S2C8-06 Instructionally linked to: S3C3PO8	<ul style="list-style-type: none"> • The new European boundary lines drawn at the conclusion of WWII <ul style="list-style-type: none"> a. Why b. Where • The tension between nations and the development of the cold war <ul style="list-style-type: none"> a. atomic age b. arms race c. space race • United Nations <ul style="list-style-type: none"> a. Structure b. Compare with League of Nations c. Strengths/weaknesses • The factors involved in the rebuilding of Japan after WWII <ul style="list-style-type: none"> a. Economics b. Military c. Containment of USSR 	MC
	<u>Stimulus types:</u> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Political cartoons • Maps 	<u>DOK essence of the standard</u> 3

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 2: World History</p> <p>Concept 8: World at War</p> <p>PO 7. Compare the rebuilding of Japan with the rebuilding of Germany following World War II.</p> <p>SS08-S2C8-07</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> • Compare and contrast how the two nations rebuilt their country after WWII <ul style="list-style-type: none"> a. politically b. economically c. socially/culturally d. geographically <p>Stimulus types:</p> <ul style="list-style-type: none"> • Diagrams • Excerpts • Bulleted lists 	<p><u>Type of Assessment</u></p> <p style="text-align: center;">MC</p> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">2</p>
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POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 2: World History	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
Concept 8: World at War PO 8. Describe the following events resulting from World War II: a. Nuremburg Trial b. Marshall Plan c. NATO / Warsaw Pact d. creation of United Nations e. creation of Israel SS08-S2C8-08 Instructionally linked to: S3C5PO2	<ul style="list-style-type: none"> The long term effects of the following events <ul style="list-style-type: none"> a. Nuremburg Trial (only leaders were brought to trial for war crimes) b. Marshall Plan (American funds for rebuilding in Western Europe) c. NATO/Warsaw Pact (forming of alliances) d. creation of United Nations (organization that replaced League of Nations to renounce war and respect human and economic freedoms) e. creation of Israel (controversies/role of United States in creation of Israel) Stimulus types: <ul style="list-style-type: none"> Flowcharts Diagrams Excerpts Bulleted lists Political cartoons 	MC <u>DOK essence of the standard</u> 2

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 2: World History</p> <p>Concept 8: World at War</p> <p>PO 9. Describe the spread of Communism after World War II:</p> <p>a. China – Mao Tse-tung and Chinese Revolution b. Korea – 38th parallel and division of country c. Cuba – Fidel Castro and Cuban Missile Crisis d. Vietnam – Ho Chi Minh</p> <p>SS08-S2C8-09</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> • Post 1945 communism • How communism spread after WWII • America’s involvement in: <ul style="list-style-type: none"> a. China b. Korea c. Cuba d. Vietnam <p><u>Stimulus types:</u></p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Maps 	<p><u>Type of Assessment</u></p> <p style="text-align: center;">MC</p> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">2</p>
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POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 2: World History</p> <p>Concept 8: World at War</p> <p>PO 10. Describe the impact of the Cold War (i.e., creation of the Iron Curtain, arms race, space race) that led to global competition.</p> <p>SS08-S2C8-10</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> • How the Iron Curtain closed any cooperative relations with wartime allies. • Connections between the space and arms race that led America to establish itself as a superpower • Propaganda behind the Iron Curtain <p><u>Stimulus types:</u></p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Political cartoons • Maps 	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
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POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Concept 8: World at War	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
<p>PO 11. Describe the following events of the Korean War:</p> <p>a. Chinese involvement</p> <p>b. U.N. police actions</p> <p>c. containment of Communism</p> <p>d. partition of Korea at the 38th Parallel</p> <p>SS08-S2C8-11</p>	<ul style="list-style-type: none"> • Causes of the Korean War <ul style="list-style-type: none"> a. Containment b. Threat of war with China c. Removal of Japanese from Korea • The significance of the role and involvement of the United States during the Korean War • Outcomes of the Korean War <ul style="list-style-type: none"> a. Containment of Communism b. Partition of Korea at the 38th Parallel <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Political cartoons • Maps 	MC
		<p><u>DOK essence of the standard</u></p> <p style="text-align: center;">2</p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 2:	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
World History		
Concept 8: World at War		MC
PO 12. Describe how the following impacted the Vietnam War:	<ul style="list-style-type: none"> • Containment of Communism <ul style="list-style-type: none"> a. Domino Theory • U.S. contribution to the French Indochina War would eventually lead to their involvement in the Vietnam War <ul style="list-style-type: none"> a. U.S. covert operations in SE Asia • Vietnamese War tactics <ul style="list-style-type: none"> a. Ho Chi Minh Trail b. Guerrilla warfare 	
a. historical relationship of China and Vietnam		<u>DOK essence of the standard</u>
b. French Indochina War		
c. containment of Communism		
d. Ho Chi Minh Trail		2
e. conflict resolution		
SS08-S2C8-12	Stimulus types: <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Political cartoons • Maps 	

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 2: World History</p> <p>Concept 8: World at War</p> <p>PO 13. Examine the fall of Communism and the unification of European nations:</p> <p>a. Germany – reunification, Berlin Wall torn down b. Russia – Gorbachev, Glasnost and Perestroika c. Union of Soviet Socialist Republics – countries regained independence d. European Union formed</p> <p>SS08-S2C8-13</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> Long and short-term effects of the fall of Communism in Germany/Soviet Union <ul style="list-style-type: none"> Fall of Berlin Wall Gorbachev’s Role Economies USSR countries gain independence Formation of the European Union <p>Stimulus types:</p> <ul style="list-style-type: none"> Flowcharts Diagrams Excerpts Bulleted lists Political cartoons 	<p><u>Type of Assessment</u></p> <p style="text-align: center;">MC</p> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">3</p>
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POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 2: World History</p> <p>Concept 8: World at War</p> <p>PO 14. Describe the following events in the Middle East during the 20th and 21st centuries:</p> <p>a. creation of Israel b. conflicts between Israeli and Palestinian governments c. Camp David Peace Treaty d. Persian Gulf War e. Iraq War</p> <p>SS08-S2C8-14</p> <p>Instructionally linked to: S4C4PO1</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> • Creation of Israel <ul style="list-style-type: none"> a. Israel/Palestine conflict b. Camp David Accords c. Continuing tensions <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Political cartoons • Maps 	<p><u>Type of Assessment</u></p> <p style="text-align: center;">MC</p> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">2</p>
<p>Strand 2: World History</p> <p>Concept 8: World at War</p> <p>PO 15. Compare independence movements in various parts of the world (e.g., India/Pakistan, Latin America, Africa, Asia) during the 20th century.</p> <p>SS08-S2C8-15</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 2: World History Concept 8: World at War (Note: WWI was taught in Grade 7.) PO 16. Examine human rights issues during the 20th century (e.g., Apartheid, genocide, famine, disease). SS08-S2C8-16	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>
Strand 2: World History Concept 9: Contemporary World PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). SS08-S2C9-01	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 2: World History Concept 9: Contemporary World PO 2. Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). SS08-S2C9-02	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>
Strand 2: World History Concept 9: Contemporary World PO 3. Analyze how world events of the late 20th century and early 21st century affected, and continue to affect, the social, political, geographic, and economic climate of the world (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology and environmental issues). SS08-S2C9-03	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 3: Civics/Government	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
Concept 1: Foundations of Government PO 1. Describe how the following philosophies and documents influenced the creation of the Constitution: a. Magna Carta b. English Bill of Rights c. Montesquieu’s separation of power d. John Locke’s theories – natural law, social contract e. Mayflower Compact f. Declaration of Independence g. Articles of Confederation SS08-S3C1-01	<ul style="list-style-type: none"> • Compare and contrast similarities and differences of the documents • Philosophies and documents that lead to the creation of the Constitution <ul style="list-style-type: none"> • Magna Carta (limited the king’s power) • English Bill of Rights (influenced the U.S. Bill of Rights) • Montesquieu’s separation of power (three branches of government, checks and balances) • John Locke (influenced Jefferson when writing the Declaration) • Mayflower Compact (first official form of self-government) • Declaration of Independence (first step towards self-government) • Articles of Confederation (showed the weaknesses of a weak central government) Stimulus types: <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists 	MC <u>DOK essence of the standard</u> 2

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 3: Civics/Government	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
Concept 1: Foundations of Government PO 2. Analyze the purpose (e.g., weaknesses of the Articles of Confederation) and outcome (e.g., compromises) of the Constitutional Convention. SS08-S3C1-02	<ul style="list-style-type: none"> • Weaknesses of the Articles of Confederation <ul style="list-style-type: none"> a. Weak central government b. No taxation power c. Lacked an army d. Lacked police force, no way to enforce laws e. Only one branch of government • Compromises of the Constitutional Convention <ul style="list-style-type: none"> a. The Great Compromise (a compromise between the Virginia and New Jersey Plan) b. 3/5 Compromise 	MC
		<u>DOK essence of the standard</u> 2
	<u>Stimulus types:</u> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Political cartoons 	

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 3: Civics/Government</p> <p>Concept 1: Foundations of Government</p> <p>PO 3. Analyze the struggle (e.g., Federalists’ Papers, Bill of Rights) between the federalists and the anti-federalists over the ratification of the Constitution.</p> <p>SS08-S3C1-03</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> • Compare and contrast the ideologies of the federalists and anti-federalists <ul style="list-style-type: none"> a. Federalists wrote pro-ratification tracts in the Federalist Papers b. Anti-federalists were anti-ratification (Bill of Rights) <p><u>Stimulus types:</u></p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Political cartoons 	<p><u>Type of Assessment</u></p> <p style="text-align: center;">MC</p> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">2</p>
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POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 3: Civics/Government</p> <p>Concept 2: Structure of Government</p> <p>PO 1. Describe the following principles on which the Constitution (as the Supreme Law of the Land) was founded:</p> <p>a. federalism (i.e., enumerated, reserved, and concurrent powers)</p> <p>b. popular sovereignty</p> <p>c. Separation of Powers</p> <p>d. checks and balances</p> <p>e. limited government</p> <p>f. flexibility (i.e., Elastic Clause, amendment process)</p> <p>SS08-S3C2-01</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> a. federalism (list powers of each branch) b. popular sovereignty (Preamble) c. separation of powers (list powers of each branch) d. checks and balances (list checks of each branch) e. elastic clause – powers not in Constitution <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists 	<p><u>Type of Assessment</u></p> <p style="text-align: center;">MC</p> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">1</p>
<p>Strand 3: Civics/Government</p> <p>Concept 2: Structure of Government</p> <p>PO 2. Differentiate the roles and powers of the three branches of the federal government.</p> <p>SS08-S3C2-02</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> • The role of each branch of government • Checks and balances <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists 	<p><u>Type of Assessment</u></p> <p style="text-align: center;">MC</p> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">2</p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 3: Civics/Government</p> <p>Concept 2: Structure of Government</p> <p>PO 3. Explain the electoral process (e.g., primary and general elections, electoral college).</p> <p>SS08-S3C2-03</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> • The purpose of a primary and general election • The process and purpose of the electoral college <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Charts, tables, and graphs 	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p>Strand 3: Civics/Government</p> <p>Concept 2: Structure of Government</p> <p>PO 4. Explain how a candidate can be elected president (e.g., Adams-Jackson, Hayes-Tilden, Bush-Gore) without receiving a majority of popular vote.</p> <p>SS08-S3C2-04</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p></p> <p><u>DOK essence of the standard</u></p> <p></p>
<p>Strand 3: Civics/Government</p> <p>Concept 2: Structure of Government</p> <p>PO 5. Describe the line of succession to the presidency as stated in the 25th Amendment.</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> • The succession of the presidency as stated in the 25th Amendment <ol style="list-style-type: none"> a. Vice President becomes President if the President dies or resigns b. Speaker of the House assumes the role of President and VP both die or resign <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts 	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p></p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

SS08-S3C2-05	<ul style="list-style-type: none"> • Diagrams • Excerpts • Bulleted lists 	1
Strand 3: Civics/Government Concept 3: Functions of Government PO 1. Compare the ways the federal and Arizona governments operate: a. three branches b. Constitution c. election process (e.g., congressional and legislative districts, propositions, voter registration) SS08-S3C3-01	<u>Content Emphasis:</u> <ul style="list-style-type: none"> • Compare the government at the federal and state level <ol style="list-style-type: none"> a. both have three branches b. both have two houses c. both have constitutions d. propositions are unique to Arizona e. the power of recall is unique to states vs. federal government <u>Stimulus types:</u> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists 	<u>Type of Assessment</u> MC <u>DOK essence of the standard</u> 2
Strand 3: Civics/Government Concept 3: Functions of Government PO 2. Compare the process of how a bill becomes a law at the federal and state level. SS08-S3C3-02	<u>Content Emphasis:</u> <ul style="list-style-type: none"> • Differences and similarities between the law making process at the state and federal level. <u>Stimulus types:</u> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Bulleted lists 	<u>Type of Assessment</u> MC <u>DOK essence of the standard</u> 2

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 3: Civics/Government</p> <p>Concept 3: Functions of Government</p> <p>PO 3. Describe the following forms of direct democracy in Arizona:</p> <p>a. initiative b. referendum c. recall process</p> <p>SS08-S3C3-03</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> Define the terms: <ul style="list-style-type: none"> a. initiative b. referendum c. recall process Explain how these are examples of direct democracy <p>Stimulus types:</p> <ul style="list-style-type: none"> Flowcharts Diagrams Bulleted lists 	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>1</p>
<p>Strand 3: Civics/Government</p> <p>Concept 3: Functions of Government</p> <p>PO 4. Compare the roles and relationships of different levels of government (e.g., federal, state, county, city/town, tribal).</p> <p>SS08-S3C3-04</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> Roles of government <ul style="list-style-type: none"> a. local b. state c. federal <p>Stimulus types:</p> <ul style="list-style-type: none"> Flowcharts Diagrams Bulleted lists 	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>1</p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 3: Civics/Government</p> <p>Concept 3: Functions of Government</p> <p>PO 5. Describe the significance of the Amendments to the Constitution.</p> <p>SS08-S3C3-05</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> The ability to change the constitution based on society and cultural needs <p>Stimulus types:</p> <ul style="list-style-type: none"> Flowcharts Diagrams Bulleted lists 	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>1</p>
<p>Strand 3: Civics/Government</p> <p>Concept 3: Functions of Government</p> <p>PO 6. Compare the adult and juvenile criminal justice systems.</p> <p>SS08-S3C3-06</p>	<p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 3: Civics/Government</p> <p>Concept 3: Functions of Government</p> <p>PO 7. Summarize the significance of the following Supreme Court cases:</p> <p>a. Marbury v. Madison b. Plessy v. Ferguson c. Brown v. Board of Education d. Gideon v. Wainwright e. Miranda v. Arizona f. Korematsu v. United States</p> <p>SS08-S3C3-07</p>	<p><u>Content Emphasis:</u></p> <p>Explain the significance of:</p> <ul style="list-style-type: none"> • <i>Plessy v. Ferguson</i> • <i>Brown. v. Board of Education</i> • <i>Gideon v. Wainwright</i> • <i>Miranda v. Arizona</i> • <i>Korematsu v. United States</i> <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists 	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p>Strand 3: Civics/Government</p> <p>Concept 3: Functions of Government</p> <p>PO 8. Describe the impact of the following executive orders and decisions:</p> <p>a. Executive Order 9066 –creation of internment camps on U.S. soil b. Manhattan Project c. use of Atomic Bomb</p> <p>SS08-S3C3-08</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 3: Civics/Government</p> <p>Concept 3: Functions of Government</p> <p>PO 9. Describe the impact that the following Acts had on increasing the rights of groups and individuals:</p> <p>a. Civil Rights Act of 1964 b. Voting Rights Act of 1965 c. Indian Rights Act of 1968 d. Americans with Disabilities Act</p> <p>SS08-S3C3-09</p>	<p><u>Content Emphasis:</u></p> <p>The impact and outcomes of:</p> <p>a. Civil Rights Act of 1964 b. Voting Rights Act of 1965 c. Indian Rights Act of 1968 d. Americans with Disabilities Act</p> <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists 	<p><u>Type of Assessment</u></p> <p style="text-align: center;">MC</p> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">2</p>
<p>Strand 3: Civics/Government</p> <p>Concept 4: Rights, Responsibilities, and Roles of Citizenship</p> <p>PO 1. Describe the benefits of community service.</p> <p>SS08-S3C4-01</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 3: Civics/Government</p> <p>Concept 4: Rights, Responsibilities, and Roles of Citizenship</p> <p>PO 2. Discuss the character traits (e.g., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States.</p> <p>SS08-S3C4-02</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
<p>Strand 3: Civics/Government</p> <p>Concept 4: Rights, Responsibilities, and Roles of Citizenship</p> <p>PO 3. Describe the importance of citizens being actively involved in the democratic process (i.e., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).</p> <p>SS08-S3C4-03</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 3: Civics/Government</p> <p>Concept 4: Rights, Responsibilities, and Roles of Citizenship</p> <p>PO 4. Explain the obligations and responsibilities of citizenship:</p> <ul style="list-style-type: none"> a. upholding the Constitution b. obeying the law c. paying taxes d. registering for selective service e. jury duty <p>SS08-S3C4-04</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
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POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 3: Civics/Government	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
<p>Concept 4: Rights, Responsibilities, and Roles of Citizenship</p> <p>PO 5. Describe the impact that the following had on rights for individuals and groups:</p> <p>a. Jim Crow Laws – literacy test, poll taxes, Grandfather Clause</p> <p>b. Civil Rights Movement (i.e., Martin Luther King, Jr., Rosa Parks)</p> <p>c. desegregation - military, schools, transportation, sports</p> <p>d. United Farm Workers (i.e., César Chavez)</p> <p>e. National Organization for Women (NOW) – Equal Rights Amendment (ERA)</p> <p>SS08-S3C4-05</p>	<ul style="list-style-type: none"> • Impact of: <ul style="list-style-type: none"> a. Jim Crow Laws – literacy test, poll taxes, Grandfather Clause b. Civil Rights Movement (i.e., Martin Luther King, Jr., Rosa Parks) c. desegregation - military, schools, transportation, sports d. United Farm Workers (i.e., César Chavez) e. National Organization for Women (NOW) – Equal Rights Amendment (ERA) <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists 	<p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 3: Civics/Government</p> <p>Concept 5: Government Systems of the World</p> <p>PO 1. Compare the different world governments and ideologies:</p> <p>a. dictatorship b. totalitarian (fascist, Nazis) c. democracy d. Socialism e. Communism</p> <p>SS08-S3C5-01</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> Compare systems of government and economic systems: <ol style="list-style-type: none"> dictatorship totalitarian (fascist, Nazis) democracy Socialism Communism <p>Stimulus types:</p> <ul style="list-style-type: none"> Flowcharts Diagrams Bulleted lists 	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p>Strand 3: Civics/Government</p> <p>Concept 5: Government Systems of the World</p> <p>PO 2. Explain U.S. and world foreign policies leading to the Cold War:</p> <p>a. Truman Doctrine b. NATO c. Warsaw Pact d. Marshall Plan</p> <p>SS08-S3C5-02</p>	<p><u>Content Emphasis:</u></p> <p>Explain U.S. and world foreign policies leading to the Cold War:</p> <ol style="list-style-type: none"> Truman Doctrine NATO Warsaw Pact Marshall Plan <p>Stimulus types:</p> <ul style="list-style-type: none"> Flowcharts Diagrams Excerpts Bulleted lists Political cartoons 	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 3: Civics/Government</p> <p>Concept 5: Government Systems of the World</p> <p>PO 3. Identify U.S. and world foreign policies (e.g., economic sanctions, arms reduction agreements) resulting from the Cold War.</p> <p>SS08-S3C5-03</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
<p>Strand 4: Geography</p> <p>Concept 1: The World in Spatial Terms</p> <p>PO 1. Construct maps, charts, and graphs to display geographic information.</p> <p>SS08-S4C1-01</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
<p>Strand 4: Geography</p> <p>Concept 1: The World in Spatial Terms</p> <p>PO 2. Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images.</p> <p>SS08-S4C1-02</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 4: Geography</p> <p>Concept 1: The World in Spatial Terms</p> <p>PO 3. Interpret maps, charts, and geographic databases using geographic information.</p> <p>SS08-S4C1-03</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> • Maps, charts, and geographic databases for: <ol style="list-style-type: none"> a. WWII b. Korean War c. Vietnam War d. Cuban Missile Crisis e. Revolutionary War <p>Stimulus types:</p> <ul style="list-style-type: none"> • Maps • Charts • Geographic databases 	<p><u>Type of Assessment</u></p> <p style="text-align: center;">MC</p> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">2</p>
<p>Strand 4: Geography</p> <p>Concept 1: The World in Spatial Terms</p> <p>PO 4. Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</p> <p>SS08-S4C1-04</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 4: Geography Concept 1: The World in Spatial Terms PO 5. Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied.) SS08-S4C1-05	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>
Strand 4: Geography Concept 2: Places and Regions PO 1. Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture. SS08-S4C2-01	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 4: Geography</p> <p>Concept 2: Places and Regions</p> <p>PO 2. Explain the factors that contribute to political and social change in various world regions (e.g., USSR/Russia, Israel, European Union, China, Korea, Germany.)</p> <p>SS08-S4C2-02</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> • Factors that contribute to political and social change in: <ol style="list-style-type: none"> a. USSR/Russia b. China c. Korea d. Germany e. Israel <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Maps 	<p><u>Type of Assessment</u></p> <p style="text-align: center;">MC</p> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">2</p>
<p>Strand 4: Geography</p> <p>Concept 2: Places and Regions</p> <p>PO 3. Examine relationships and interactions (e.g., Middle East Conflicts, NATO, European Union) among regions.</p> <p>SS08-S4C2-03</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> • Interactions and relationships in: <ol style="list-style-type: none"> a. Middle East b. European Union <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Maps 	<p><u>Type of Assessment</u></p> <p style="text-align: center;">MC</p> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">2</p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 4: Geography</p> <p>Concept 2: Places and Regions</p> <p>PO 4. Identify how the role of the media, images, and advertising influences the perception of a place.</p> <p>SS08-S4C2-04</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> • Use of propaganda during times of war <p>Stimulus types:</p> <ul style="list-style-type: none"> • Photographs • Political cartoons • Posters 	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p>Strand 4: Geography</p> <p>Concept 2: Places and Regions</p> <p>PO5. Describe how a place changes over time. (Connect with content studied.)</p> <p>SS08-S4C2-05</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 4: Geography</p> <p>Concept 3: Physical Systems (Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.) Connect with: Science Strand 3 Concept 1: Analyze risk factors of and possible solutions to chemical and biological hazards.</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
<p>Strand 4: Geography</p> <p>Concept 4: Human Systems</p> <p>Concept 4: Human Systems</p> <p>PO 1. Identify the push and pull factors (e.g., economic conditions, human rights conditions, famines, political strife/wars, natural disasters, changes in technology) that drive human migrations.</p> <p>SS08-S4C4-01</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 4: Geography</p> <p>Concept 4: Human Systems</p> <p>PO 2. Describe the effects (e.g., economic, environmental, cultural, political) of human migrations on places and regions.</p> <p>SS08-S4C4-02</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
<p>Strand 4: Geography</p> <p>Concept 4: Human Systems</p> <p>PO 3. Describe the characteristics and locations of various cultures throughout the world.</p> <p>SS08-S4C4-03</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> • Interaction between location and culture in: <ul style="list-style-type: none"> a. American counterculture during Vietnam b. Palestinians/Israelis c. Middle East d. North Africa <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Maps 	<p><u>Type of Assessment</u></p> <p style="text-align: center;">MC</p> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">2</p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 4: Geography</p> <p>Concept 4: Human Systems</p> <p>PO 4. Identify the factors (e.g., breakup of USSR, unification of Germany, cheap labor forces, outsourcing of services, oil industry) that influence the location, distribution and interrelationships of economic activities in different regions.</p> <p>SS08-S4C4-04</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> • OPEC • East/West Germany • Failure of communism <p><u>Stimulus types:</u></p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Maps 	<p><u>Type of Assessment</u></p> <p style="text-align: center;">MC</p> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">2</p>
<p>Strand 4: Geography</p> <p>Concept 4: Human Systems</p> <p>PO 5. Explain how cooperation contributes to political, economic, and social organization (e.g., United Nations, European Union, NAFTA).</p> <p>SS08-S4C4-05</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 4: Geography</p> <p>Concept 4: Human Systems</p> <p>PO 6. Describe the aspects of culture (e.g., literacy, occupations, clothing, property rights) related to beliefs and understandings that influence the economic, social, and political activities of men and women.</p> <p>SS08-S4C4-06</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
<p>Strand 4: Geography</p> <p>Concept 4: Human Systems</p> <p>PO 7. Describe how changes in technology, transportation, communication, and resources affect economic development.</p> <p>SS08-S4C4-07</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
<p>Strand 4: Geography</p> <p>Concept 5: Environment and Society</p> <p>PO 1. Describe how (e.g., deforestation, desertification) humans modify ecosystems.</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

SS08-S4C5-01		<u>DOK essence of the standard</u>
Strand 4: Geography Concept 5: Environment and Society PO 2. Describe why (e.g., resources, economic livelihood) humans modify ecosystems. SS08-S4C5-02	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>
Strand 4: Geography Concept 5: Environment and Society PO 3. Explain how changes in the natural environment can increase or diminish its capacity to support human activities. SS08-S4C5-03	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 4: Geography Concept 5: Environment and Society PO 4. Explain how technology positively and negatively affects the environment. SS08-S4C5-04	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>
Strand 4: Geography Concept 5: Environment and Society PO 5. Analyze changing ideas and viewpoints on the best use of natural resources (e.g., value of oil, water use, forest management). SS08-S4C5-05	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 4: Geography Concept 5: Environment and Society PO 6. Explain how societies and governments plan for and respond to natural disasters (e.g., evacuation routes, changing farming techniques, warning systems). SS08-S4C5-06	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u>
		<u>DOK essence of the standard</u>
Strand 4: Geography Concept 6: Geographic Applications PO 2. Describe ways different groups of people (i.e., Native Americans, Hispanics, retirees) create and shape the same environment. SS08-S4C6-02	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u>
		<u>DOK essence of the standard</u>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 4: Geography Concept 6: Geographic Applications PO 3. Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events. SS08-S4C6-03	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>
Strand 5: Economics Concept 1: Foundations of Economics PO 1. Explain how limited resources and unlimited human wants cause people to choose some things and give up others. SS08-S5C1-01	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 5: Economics</p> <p>Concept 1: Foundations of Economics</p> <p>PO 2. Analyze how scarcity, opportunity costs, and trade-offs, influence decision-making.</p> <p>SS08-S5C1-02</p>	<p><u>Content Emphasis:</u></p> <p>Explain how the following influence decision-making:</p> <ul style="list-style-type: none"> • Scarcity • Opportunity costs • Tradeoffs <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Charts, tables, and graphs 	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p>Strand 5: Economics</p> <p>Concept 1: Foundations of Economics</p> <p>PO 3. Analyze how individuals, governments and businesses make choices based on the availability of resources.</p> <p>SS08-S5C1-03</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> • Government role in business - WWII industry (consumer to war to consumer) <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Charts, tables, and graphs 	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 5: Economics</p> <p>Concept 1: Foundations of Economics</p> <p>PO 4. Apply Adam Smith’s ideas of a market economy to:</p> <p>a. property rights b. freedom of enterprise c. competition d. consumer choice e. limited role of government</p> <p>SS08-S5C1-04</p>	<p><u>Content Emphasis:</u></p> <p>Using scenarios, apply Adam Smith’s ideas of a market economy to:</p> <p>a. property rights b. freedom of enterprise c. competition d. consumer choice e. limited role of government</p> <p>Stimulus types:</p> <ul style="list-style-type: none"> Scenarios 	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p>Strand 5: Economics</p> <p>Concept 1: Foundations of Economics</p> <p>PO 5. Describe the impact of the availability and distribution of natural resources on an economy.</p> <p>SS08-S5C1-05</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p></p> <p><u>DOK essence of the standard</u></p> <p></p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 5: Economics</p> <p>Concept 2: Microeconomics</p> <p>PO 1. Identify the functions and relationships among various institutions (e.g., business firms, banks, government agencies, labor unions, corporations) that make up an economic system.</p> <p>SS08-S5C2-01</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
<p>Strand 5: Economics</p> <p>Concept 2: Microeconomics</p> <p>PO 2. Explain the impact of government investment in human capital:</p> <p>a. health (e.g., immunizations) b. education (e.g., college grants, loans) c. training of people (e.g., Job Corps)</p> <p>SS08-S5C2-02</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 5: Economics Concept 2: Microeconomics PO 3. Explain the impact of government investment in physical capital (e.g., NASA, transportation). SS08-S5C2-03	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>
Strand 5: Economics Concept 2: Microeconomics PO 4. Describe how income for most people is determined by the value of the goods and services they sell. SS08-S5C2-04	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>
<u>Content Emphasis</u> Strand 5: Economics Concept 2: Microeconomics PO 5. Describe the impact of entrepreneurs (e.g., Bill Gates, Martha Stewart, Oprah Winfrey, Ted Turner, Donald Trump) in the free enterprise system. SS08-S5C2-05	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 5: Economics Concept 2: Microeconomics PO 6. Analyze how investment in physical capital (e.g., factories, medical advancements, new technologies) leads to economic growth. SS08-S5C2-06	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>
Strand 5: Economics Concept 2: Microeconomics PO 7. Describe how competition (e.g., Microsoft/Apple, Wal-Mart/Target) affects supply and demand from the vantage point of the consumer and producer. SS08-S5C2-07	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>
Strand 5: Economics Concept 2: Microeconomics PO 8. Describe how market prices provide incentives to buyers and sellers. SS08-S5C2-08	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 5: Economics Concept 2: Microeconomics PO 9. Describe how protection of private property rights provides incentives to conserve and improve property (e.g., resale market). SS08-S5C2-09	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>
Strand 5: Economics Concept 3: Macroeconomics PO 1. Identify the organization and functions of the Federal Reserve System. SS08-S5C3-01	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>
Strand 5: Economics Concept 3: Macroeconomics PO 2. Identify the effects of inflation on society. SS08-S5C3-02	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 5: Economics Concept 3: Macroeconomics PO 3. Analyze the government’s role in economic recovery. SS08-S5C3-03	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>
Strand 5: Economics Concept 4: Global Economics PO 1. Compare how private property rights differ in market (capitalism) economies versus command (communist) economies. SS08-S5C4-01	<u>Content Emphasis:</u> <ul style="list-style-type: none"> • Property rights • Communism vs. capitalism Stimulus types: <ul style="list-style-type: none"> • Flowcharts • Diagrams 	<u>Type of Assessment</u> MC <u>DOK essence of the standard</u> 2
Strand 5: Economics Concept 4: Global Economics PO 2. Identify the effects of trade restrictions between national and world regions. SS08-S5C4-02	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 5: Economics</p> <p>Concept 4: Global Economics</p> <p>PO 3. Describe the role of the United States government in influencing international commerce in regions studied.</p> <p>SS08-S5C4-03</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
<p>Strand 5: Economics</p> <p>Concept 4: Global Economics</p> <p>PO 4. Identify interdependence (e.g., North American Free Trade Agreement, European Union, International Monetary Fund/World Bank) between nations.</p> <p>SS08-S5C4-04</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p> <ul style="list-style-type: none"> • NAFTA under Clinton <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Bulleted lists 	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
<p>Strand 5: Economics</p> <p>Concept 5: Personal Finance</p> <p>PO 1. Explain how scarcity influences personal financial choices (e.g., budgeting, saving, investing, credit).</p> <p>SS08-S5C5-01</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 5: Economics</p> <p>Concept 5: Personal Finance</p> <p>PO 2. Describe types of personal investments (e.g., saving accounts, stocks, mutual funds, bonds, retirement funds, land).</p> <p>SS08-S5C5-02</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> • Personal Investments <ul style="list-style-type: none"> a. Savings accounts b. Mutual funds c. Bonds d. Land e. Retirement f. Corporate stock <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Bulleted lists 	<p><u>Type of Assessment</u></p> <p style="text-align: center;">MC</p> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">1</p>
<p>Strand 5: Economics</p> <p>Concept 5: Personal Finance</p> <p>PO 3. Describe the role of the stock market in personal investing.</p> <p>SS08-S5C5-03</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

<p>Strand 5: Economics</p> <p>Concept 5: Personal Finance</p> <p>PO 4. Describe various forms of credit (e.g., personal loans, credit cards, lines of credit, mortgages, auto loans).</p> <p>SS08-S5C5-04</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> • Types of credit <ul style="list-style-type: none"> a. Loans b. Credit cards c. Mortgages d. Lines of credit <p>Stimulus types:</p> <ul style="list-style-type: none"> • Flowcharts • Diagrams • Excerpts • Bulleted lists • Charts, tables, and graphs 	<p><u>Type of Assessment</u></p> <p style="text-align: center;">MC</p> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">2</p>
<p>Strand 5: Economics</p> <p>Concept 5: Personal Finance</p> <p>PO 5. Analyze the advantages, disadvantages, and alternatives to consumer credit.</p> <p>SS08-S5C5-05</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

POST-ASSESSMENT ITEM SPECIFICATIONS

8th grade SOCIAL STUDIES

Strand 5: Economics Concept 5: Personal Finance PO 6. Analyze the costs and benefits of producing a personal budget. SS08-S5C5-06	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>
Strand 5: Economics Concept 5: Personal Finance PO 7. Create a personal budget to include fixed and variable expenses. SS08-S5C5-07	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>
Strand 5: Economics Concept 5: Personal Finance PO 8. Identify the benefits of future financial planning. SS08-S5C5-08	<u>Content Emphasis:</u> Not assessed.	<u>Type of Assessment</u> <u>DOK essence of the standard</u>